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ABSTRACT

The purpose of this paper is to demonstrate a task analysis of the objectives needed to organize an effective information-giving speech. A hierarchical structure of the behaviors needed to deliver a well-organized extemporaneous information-giving speech is presented, with some behaviors as subtasks for the unit objective and the others as prerequisite tasks needed in order to accomplish the sub-tasks. (TO)

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A Task Analysis for Teaching the Organization of an Informative Speech

by

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CS 500 658

A Task Analysis for Teaching the Organization of an Informative Speech

Arlie Muller Parks

The current interest in the use of behavioral objectives to improve general teaching techniques[1] has lead this writer to investigate how another aspect of the mastery learning system could be employed to improve the teaching of some aspect of speech communication. The purpose of this paper is to demonstrate a task analysis of the objectives needed to organize an effective information-giving speech. In fulfilling this purpose the following approach is used: (1) a rationale for doing a task analysis, (2) a rationale using the organizing of an effective information-giving as the example, (3) the results of the task analysis and (4) recommendations for further work in this area.

Rationale for Performing a Task Analysis

The purpose of a task analysis is to determine exactly what one must learn in order to complete a specific behavioral objective at a satisfactory level.[2] It answers the question, "What would an individual have to know how to do in order to achieve performance of this task, assuming he were given only instructions?"[3] By doing a task, or behavioral, analysis one studies all the sub-behaviors of a terminal behavioral objective which he wishes the student to be able to perform.[4] In other words a task analysis is the breaking down of a task or behavioral objective into its most basic components which are the prerequisite tasks that must be performed by an individual before he is able to perform the behavioral objective.[5]

The value of a task analysis lies in its ability to bring " . . . . into focus the objectives of specific lesson plans, the sequence of goals in these plans, and the level of achievement required for each goal or objective . . . [for] successful accomplishment of the next goal in this sequence . . . " [6] The fact that different abilities are needed in order to perform some tasks has been established by Fleishman (1956).[7] Glaser and Reynolds explain that "attainment of terminal behavior is achieved by teaching sub-objectives, which taken together comprise mastery, and sub-tasks which represent successively finer approximations to terminal achievement. The appropriate teaching sequence and strategies for each achievement level should be determined and evaluated empirically." [8] "The better the various components of the learning model can be measured, the better [sic] it will be possible to manage learning to produce mastery." [9] Task analysis makes measurement of components easier and more accurate.

Gagné makes a distinction between an analysis which distinguishes the prerequisite or sub-tasks involved in performing a terminal behavioral objective, and " . . . inferred behaviors which presumably require different conditions of learning."[10] Banathy also makes the distinction by calling the former category of tasks "performance tasks" and the latter, "learning tasks."[11] DeCecco indicates that a task analysis includes not only identifying behaviors, but also establishing the best learning conditions for each sub-task after classifying it by using either Gagné or Bloom's system.[12] Briggs[13], Taber et al.[14], Airasian[15] and Gagné[16] develop these concepts and the related concept of hierarchies and their use in education more fully in a variety of sources.

A Rationale for a Task Analysis of the Organization of an "Informative" Speech

The organization of an informative speech has been selected for a task analysis for three reasons: (1) The subject of organization and its effects on various aspects of an oral message is a controversial topic. Many studies have been devoted to this topic with almost as many conclusions.[17] Part of the controversy over the importance to and effects of organization on oral communicative most likely arise from the apparent lack of agreement on a stated or implied definition of the term. Beighley's (1952)[18] and (1954)[19] studies imply it deals with units (paragraphs) of a speech. Gilkinson, et al. (1954)[20] and Gulley and Berlo's (1956)[21] and (1957)[22] studies consider the method of arranging units part of organization.[23] Petrie considers the structure of the speech to be organization. These are but a few studies, which are too numerous to even name in this paper, which deal with something called "organization." Two particularly interesting articles dealing with organization are Clevenger's[24], which proposes a device for teaching organization, and Callaghan's[25], dealing with testing the ability to organize ideas.

(2) Organization seems to be an established part of speech training. A number of studies have indicated that organization is usually taught in high school and college speech classes. (For a partial list see endnotes.)[26] Further evidence of the implied importance of organization can be found by looking at virtually any speech text book. Although this writer feels it is unnecessary to list the text books which contain one or more chapters on organization, she would like to cite a current book which deals exclusively with organization, Gibson's SPEECH ORGANIZATION: A PROGRAMMED APPROACH.[27] At the very least one must concede that

organization is not only a rather inclusive term, but also, because of the sheer numbers of studies devoted to it, a topic of major concern in our field. Any topic so viewed is worthy of a task analysis.

Th the risk of adding to the confusion, and with the hope of being more realistic, the present writer offers a new, even more inclusive definition of organization as it relates to an information-giving speech. (3) The all inclusive nature of the proposed definition of organization offers an excellent opportunity for demonstrating the value of a task analysis for teaching a complex set of behaviors.

It seems, at this point in the research done on organization, that it is impossible to isolate or agree upon what specific factors in a speech cause an audience to: (1) listen, (2) remember content, (3) comprehend, (4) retain key items, (5) understand the implications of the information presented, (6) detect and name the sequence in which the ideas are presented, (7) judge the message and topic to be interesting, (8) decide to listen to the speaker in the future, (9) physically remain in the speaking situation, (10) fulfill the speaker's specific purpose, or (11) apply what they have heard. The present writer did not find any studies which indicated the relationship between any of the elements of organization and the amount of effort the listener must expend to comprehend the message. Nor did she find studies on the amount of listener effort needed to comprehend a poorly organized message and the effects of this effort on the total communication situation. Yet there seems to be some indication that organization does have an effect on the speaker's credibility.[28]

There is, however, some data that suggests when material is

repeated in a speech it tends to increase comprehension of the material, and that the use of introductory remarks to improve anticipatory sets tends to increase listener comprehension of the message.[30] Nichols found the ability of the listener to grasp the organizational plan, detect the connection between the main points of a speech, perceive the significance of, and be curious about the topic, factors which influence the chances of the listener comprehending the message.[31] Barker suggests that the listener try to determine the central idea of a message and try to isolate the main points in the message to increase his ability to remember the essence of the speech.[32] Coutu points out, "Learning is an extension of something already known; the "new" is integrated in terms of the 'old'." [33]

Since listening is a prerequisite for comprehending an oral message, and since the speaker's credibility (Stephens, 1951[34]; Irwin, 1953[35]; Stromer, 1952[36]; Nichols and Lewis 1954[37]), the degree to which the listener likes the speaker (Heath, 1951[38]; Cartier, 1952[39]; Vernon, 1950[40]; Knower, Phillips, and Kroeppel, 1945[41]), and the need for the listener to be <u>motivated</u> in order to comprehend, attend to, evaluate, and internalize a message are all related to increasing the probability that listening will occur[42], it seems reasonable to expect the use to use this information when he organizes his message. With these things in mind the following operational definition is offered. "Organization in an information-giving speech is the selection, order, and pattern as perceived by the audience, of the contextual elements in an oral message which leads the audience to comprehend, remember, and be capable of paraphrasing the ideas expressed by the speaker. In all, it is those elements of message preparation which enable the audience to

fulfill the speaker's specific purpose."

The rationale for this definition is tied to a behavioral approach to oral communication and a behavioral approach to the teaching of oral communication. Explicit in the use of behavioral objectives is the concept of knowing what behavior one wishes another to exhibit. Likewise, one gives a speech to achieve some predetermined goal. One programs the contextual elements of the speech for the purpose of achieving that goal. It is rather unrealistic to organize a speech for the sake of having a neat outline, set of notes, or manuscript which someone judges, quite divorced from the "happening" (i.e.: the reason for programming, the total oral communication context), to be "well organized" according to some relatively arbitrary, artistic, or so called logical "rule" founded on how messages "ought to be" organized on paper. If one works from the premise that the reason for giving an information-giving speech is to "teach" something which one hopes someone will "learn" (i.e.: to have an audience "exhibit" some kind of learning behavior), it follows that one can increase this likelihood by applying some of the concepts derived from data found in studies on behavioral objectives[43], and learning conditions.[44] For example, knowing what behavior one wishes the audience to exhibit and letting the audience know what behavior is expected should move the speaker closer to achieving his goal.

First the speaker must perform a task/audience analysis; he uses the results to aid him in selecting a general purpose, specific purpose, central idea, main and sub-points, and the supporting material needed for his message. Part of the programming of a speech is having a general purpose. The general purpose of a speech can be roughly equated with making a decision regarding the broad category of behavior the speaker

wishes the audience to exhibit. This is not unlike what Gagne points out when he says, ". . . instructions make it possible for the learner to identify the required terminal performance (for any given learning set)."[45]

The specific purpose of the speech forces the speaker to focus on and determine the specific behavior he wants the audience to exhibit. It is similar to stating a behavioral objective, for "In order for an instructional sequence to be adequately prepared, instructional objectives need to be stated in terms of the stimulus material presented by the teaching situation and the actual responses made by the student."[46]

The central idea of the message helps to identify the elements involved in the specific purpose much the same way as Gagne points out that " . . . instructions bring about proper identification of elements of the stimulus set."[47] Selecting main points which develop the central idea, and sub-points which further develop and explain the main points, essentially perform the function of answering the question, "What would an individual have to know how to do in order to achieve performance of this task, assuming he were given only instructions?"[48]

The supporting material a speaker uses is analogous to the ". . . function of instructions . . . to establish high recallability of learning sets . . . [for] . . . within a learning program, a task representing a particular learning set is achieved once, for the first time, . . . instructions . . . may present one or more additional examples of this same class of task. 'Variety' in such repetition (meaning variety in the stimulus context) may be an important subvariable in affecting recallability."[49]

The selection of a method of arrangement for his main points is dependent not only upon the central idea and main points, but also upon the specific audience for whom the message is intended. Therefore, the task/audience analysis is used again, this time to help the speaker determine how he will arrange the main points of his speech to maximize achieving his specific purpose (audience mastery of his behavioral objective). The process of selecting a method of arrangement corresponds in principle with Gagné's theory " . . . that the learning of each sub-behavior is in a sense the terminal behavior for one learning step and the entering behavior which can help assure mastery of the next [illegible]."[50]

Since "transfer and generalization cannot be assumed,"[51] but must be explicit, the use of transitions throughout the speech often serves as "instructions . . .[which help]. . . the guidance of thinking . . ."[52] In the introduction of the speech the transitions may function in this capacity as a means of saying, " . . . Now put these ideas together to solve this problem . . ., which possible . . . amounts to an attempt to establish a set."[53]

Part of the introduction of the speech can be equated with the motivation necessary to have a student learn. The conclusion can be used as a technique to reinforce what the speaker has said, what has been "taught." Using the above as a frame of reference the definition of the organization of an information-giving speech should be more palatable.

A Task Analysis of the Organization of An Information-Giving Speech

This writer acknowledges, with appreciation, Judy Haynes[54] cooperation which aided the development of the present task analysis.

Haynes developed a hierarchy of skills needed for the sub-task "the speaker orders content units," which she sees as one of three prerequisites for the terminal task "the student delivers an organized speech." The two additional sub-tasks she lists in her hierarchy under "delivers an organized speech" are "uses oral organization" and "speaks fluently in extemporaneous delivery." Haynes, under "orders content units," deals mainly with the physical structure of the body of the speech. She lists but omits the analysis of the sub-hierarchy of skills needed to engage in "ordering" (selecting and using a specific method of arrangement for the main points of the speech) from her current study.[55]

In this paper a different approach is used to develop a behavioral task analysis of organization which could be developed into a hierarchy of the necessary learning skills. This writer believes that in reality there is no such thing as the "structure," "content units," or "oral organization" of a speech separate from its delivery, in oral communication. Because it <u>is</u> the oral presentation of the message that an audience receives, and <u>not</u> the physical written outline or manuscript of the speech, it is elementalistic to prepare a task analysis and/or a hierarchy of learning skills without considering all the elements of organization described earlier in this paper.

Given that a speaker prepares an outline, notes, or a manuscript in which he has organized, arranged, prepared, planned, structured, or programmed the contextual elements of the message in such a manner to maximize the achievement of his specific purpose, and given that he is proficient in delivering the message essentially as he had intended, the speaker is using "oral organization." If he fails to deliver the contextual elements essentially as he had intended one now has to consider a

situation of a different nature. The speaker may have become nervous and confused, which may have led to forgetting his intentions. He may have changed his mind, found it necessary to make major adjustments to unexpected audience feedback, or there may be a host of other explanations which would apply to his "unorganized" behavior while speaking. These factors, however, have nothing to do with "oral organization." One might wish to consider "oral organization" as the ability of the speaker to organize the contextual elements of his message in an impromptu speaking situation as he is speaking. This would imply making necessary verbal corrections as he speaks.

The organization of the contextual elements (message or speech) in a face-to-face oral communication situation is precisely what the listeners hear, see, feel, think, and perceive it to be, as a result of a speaker confronting them with an oral message. Therefore, all these factors must be taken into consideration when one is organizing or programming a message.

Perhaps three terms should be defined as they relate to the subsequent task analysis. First, "structure" (for learning purposes) is used to mean " . . . the description of the dependent and independent relationships among component competencies, arranged so as to imply when sequencing can be random or optional and when sequencing must be carefully planned, on the basis that transfer will be optimal in order to build up from simple to more complex ones."[56] Next, "sequence" as used in this paper refers to the order of units of instruction[57] or the order in which each behavioral objective should be achieved in order to give the student the competencies he needs to achieve the next behavioral

objective. Finally, "hierarchial structure" is a

> ... pyramid-shaped arrangement of the objectives of the ... unit in which the objective at the top of the pyramid is a global, total course unit objective, and the subordinate objectives are arranged in layers. A hierarchical structure implies that all of the competencies within a layer should be taught before instruction for the next layer is begun (because vertical transfer is expected), although there may be options in the sequencing of the instruction within a layer (if lateral transfer is not expected). A hierarchical structure is a frequently-reported structure for carefully analyzed learning objectives or tasks.[58]

What is presented here is a hierarchical structure of the behaviors needed to deliver a well organized extemporaneous information-giving speech as described in the structure's unit objective. The objectives under "organization" are completed; the objectives under "oral practice," "delivery," and "questions" are not. The objectives listed as Layer I objectives are sub-tasks for the unit objective. Those objectives listed as Layer II objectives are prerequisite tasks needed in order to accomplish the sub-tasks. Each of these prerequisite tasks are analyzed further to produce sub-prerequisite tasks, in other words these tasks must be completed to insure the accurate completion of the dependent prerequisite tasks. The prerequisite tasks for "organization" have been listed separately under the heading A Hierachical Structure of Prerequisite Tasks. One may read this task analysis starting just as the

objectives are presented in outline form. In doing this one can check to see if all objectives have been broken down into all necessary steps. To use the analysis for teaching purposes one would begin at the bottom most objective and work up to the unit objective.

In this analysis the following entering behaviors are assumed:

1) The speaker can read at a 9th grade level.
2) The speaker can follow directions.
3) The speaker has the general ability to perform some kind of task requiring the use of all 8 types of learning, as classified by Gagne.
4) The speaker has a general knowledge of the concepts of persuasion and instruction.
5) The speaker can differentiate between persuasion and instructional intent when given examples of simple everyday messages in context, i.e.: Given the following situation, "A door-to-door vacuum salesman tells a housewife that he would just like to have her understand how this new vacuum cleaner works. He asks if he may give her a demonstration in her home," the speaker will correctly identify the salesman's intent as a persuasive one rather than an instructional one.

A PARTIAL HIERACHICAL STRUCTURE OF OBJECTIVES RELEVANT TO TEACHING ORGANIZATION

Unit Objective--The Task

The speaker will deliver a well organized five minute extemporaneous information-giving speech to an audience of peers. He will deliver the talk in such a manner that 90% of his audience judge the speech to be well organized. Criteria for this task are based on oral and written audience responses. The audience and the instructor will also make judgments about how well the speaker met the criteria by using data from the speaker/audience question and answer period.

1) On a rating sheet 90% of the audience judge the speech to be well organized.

2) 90% of the audience can state the specific purpose, central idea, and main points of the talk such that they correspond reasonably to the statements on the speaker's outline.

3) 90% of the audience can accurately paraphrase the content of the talk.

4) 90% of the audience can fulfill the speaker's specific purpose, as stated on the speaker's outline.

Layer I Sub-tasks

I. Organization

A. Given the previous task, the speaker will place his information in outline form using the word-phrase sentence format.

B. Given the previous task, the speaker will develop transitions for each appropriate area.

C. Given the previous task, the speaker will develop an introduction and a conclusion for his speech.

D. Given the previous task, the speaker will select the supporting material needed for each point, and place it with the corresponding point.

E. Given the previous task, the speaker will select and use a specific method for arranging the main points in the body of his speech so that he maximizes listener comprehension and interest based on his audience analysis.

F. Given the previous task the speaker will divide each main point into whatever sub-points are necessary.

G. Given the previous tasks the speaker will select the main points (from those he has already listed) which relate directly to his central idea and which are in keeping with the information gained from his audience analysis.

H. Given the previous task, the speaker will break down his topic into main points.

I. Given the previous task, the speaker will write a central idea for his message.

J. Given the previous task, the speaker will write a specific purpose for his message which is suitable to the previous givens and to the 5 minute limit.

K. Given an information-giving general purpose, an occasion, a specific audience, and a topic of his choice, the speaker will narrow his topic so that he can handle it effectively within the given 5 minute time limit.

L. The speaker will apply the principles of audience analysis to his communication situation prior to completing his preparation for the speaking situation.

M. The speaker will utilize the information gathered via his audience analysis to help him determine the specific purpose, central idea, main and sub-points, supporting material, method of arrangement for the body of his message, and the elements to include in his introduction and conclusion.

N. The speaker will prepare an audience analysis sheet, containing his specific purpose, and circulate it in his audience. Before he continues to prepare himself for the speaking situation he will make judgments about the audience responses in relation to his specific purpose.

II. Oral Practice

A. The speaker will practice the oral presentation of his message.

III. Delivery

A. The speaker will use effective extemporaneous delivery. Criteria for judging this objective will be:

1. 90% of the audience judge the delivery to be appropriate to be appropriate to the occasion, topic, and audience.

2. 100% of the audience can hear the speaker 100% of the time.

3. 90% of the audience judge the speaker to be fluent enough so that he does not distract from listening to the message.

4. 90% of the audience judge that 90% of the speaker's language, 60% of the speaker's use of vocal variety, 90% of the speaker's use of oral grammar, 90% of the speaker's use of eye contact, gestures, and bodily movement are appropriate to and/or not distracting from the message and the listening task.

5. 90% of the audience judge the speaker's delivery to be conducive to listening.

6. 90% of the audience judge that the speaker appeared to be speaking "with" them and not "at" them.

7. 90% of the audience judge the speaker's use (or non-use) of notes was not distracting from the message nor distracting to the listening task.

8. 90% of the audience judge that the speaker appeared to be interested in communicating his message to the audience.

9. 90% of the audience believe that the speaker knew what he was talking about.

Layer II Sub-tasks

1. The speaker will present his main points in such a manner that 90% of his audience identifies, in writing or orally, the point at which the speaker moved from a main point to a sub-point, from a main point or sub-point to supporting material, from a sub-point or supporting material to another main point, from the introduction to the body, and from the body to the conclusion of his talk.

2. The speaker will present his message in such a manner that 90% of the audience can state, orally or in writing, all the main points of the speech so that they approximate the ones listed on the speaker's outline.

3. The speaker will present his message in such a manner that the central idea of his speech is clear to the audience. The criterion for this is: 90% of the audience can state, orally or in writing, the central idea as they perceive it and so that it essentially approximates the central idea stated on the speaker's outline.

4. The speaker will present his message in such a manner that the specific purpose of the message is clear to the audience. The criterion for this is: 90% of the audience can state, orally or in writing, the specific purpose of the speech as they perceive it and so that it approximates the specific purpose stated on the speaker's outline.

IV. Question-Answer Period

A. The speaker will invite the audience, when he finishes his message, to ask questions relevent to his message; the speaker will answer all questions in an appropriate manner.

B. Layer II Sub-Tasks

1. The speaker will respond to relevant questions in such a manner that his answer clarifies the point in question, to the satisfaction of the audience member asking the question and the instructor.

2. The speaker will handle questions which are not relevant to his message in a manner which avoids alienating the questioner and 90% of the audience.

3. The speaker will differentiate between questions which are relevant to his message and questions which are not.

4. Given relevant questions from class members about an article the speaker paraphrased, the speaker will answer the questions to the satisfaction of the questioner, the class member who has previously read the article, and the instructor.

5. Given pre-planned relevant and irrelevant questions from class members about the article, the speaker will state which questions are relevant and which are not.

6. Given his own paraphrase of an article, the speaker will deliver the paraphrase to the class, and ask the class to offer any questions they have about the message.

7. Given a short article to read silently and appropriate time, the speaker will prepare a short paraphrase which he will deliver to the class. The criterion for this task will be the instructor's judgment and the judgment of one class member (who has previously read the original article) of how accurately the student maintained the essence of the article in his paraphrase.

8. Given a short oral statement by the instructor, the speaker will write 3 questions based on the statement which are judged by the instructor to be relevant to the oral statement. The speaker will write a short statement explaining why he feels his questions are relevant to the oral statement.

9. Given irrelevant questions about the article from class members, the speaker will respond to the questioner in a manner which will not alienate him and yet discourage his from asking similar questions.

10. Given a short written passage and a series of relevant and irrelevant questions based on the passage, the speaker will be able to state in writing which questions are irrelevant, which are relevant, and why.

11. Given previous reading and class discussion, the speaker will give oral examples of how a speaker can handle irrelevant audience questions in such a manner as to discourage further irrelevant questions.

12. Given a previous unit in interpersonal communication, the speaker will state examples of the kinds or oral behavior which elicit favorable and unfavorable responses from others.

13. Given a previous unit on interpersonal communication, the speaker will state the psychological principles relevant to achieving successful interpersonal communication.

A HIERACHICAL STRUCTURE OF PREREQUISITE TASKS
RELEVANT TO THE UNIT OBJECTIVE

A. Given his own general purpose, specific purpose, central idea, the introduction, and conclusion to his speech the speaker will place all items in the appropriate place on his outline and correctly label all items.

1. Given his own main and sub-points, supporting material, and transitions, the speaker will place them in correct outline form, using the word-phrase-sentence outline format.

2. The speaker will explains the value of using a word-phrase-sentence outline format.

3. The speaker will describe the word-phrase-sentence style of outlining.

4. Given a brief list of main points, sub-points, supporting material, transitions, an introduction, and a conclusion, the speaker will correctly place outlining symbols before each item.

5. The speaker will state the functions of an outline.

6. The speaker will give an operational definition of a speech outline.

B. The speaker will apply the principles involved in increasing speaker credibility as they relate to his communication context. He will state what steps he will take in the organization of his message to compensate for, and/or reinforce, the way the audience is likely to

view him as the source of a particular message

1. The speaker will analyze his audience in order to determine how they are likely to view him as the source of his message. The speaker will state the conclusions he draws from this analysis.

2. The speaker will state the principles involved in increasing speaker credibility.

C. Given the previous task and an introduction to his speech, the speaker will prepare an effective conclusion for his speech.

1. Given the previous task, and an application step, the speaker will develop a concluding statement for his message. This statement will be designed to communicate to the audience that the speaker has completed the more or less formal part of his message.

2. Given the previous task and a summary step, the speaker will develop an application step. This step will be designed to enlarge upon and/or reinforce the speaker's need step in his introduction.

3. Given an information-giving general purpose, a specific purpose, a central idea, the body and introduction of his speech, the speaker will develop a summary step for the conclusion of his speech. This step will contain the major things which the speaker wants the audience to remember relevant to the speaker's specific purpose.

4. The speaker will explain the function of the conclusion on an information-giving speech.

5. The speaker will give an operational definition of: conclusion, application step, summary, and concluding statement.

D. Given an information-giving general purpose, a specific purpose, a central idea, an occasion, a specific audience and the organized body

of his speech, the speaker will prepare an effective introduction for his speech.

1. Given the previous task and an attention-getting device and/or a need step, the speaker will develop a transition step between his introduction and the first main point in the body of his speech.

2. Given the previous task, the speaker will develop an appropriate "need step," something he believes will make his audience feel that they want to know and hear about topic, a way of making his message seem relevant to the audience. This step may be combined with, or replace the attention-getting device in cases where this would seem appropriate.

3. Given an information-giving general purpose, a specific purpose, a central idea, and the completed body of his speech, the speaker will develop an appropriate attention-getting device for his introduction.

4. The speaker will describe the function of the introduction to an information-giving speech.

5. The speaker will give an operational definition of: introduction, attention-getting device, need step, transition.

E. Given an information-giving general purpose, a specific purpose, a central idea, the main and sub-points he plans to use, a method of arrangement for the main points in the body of his speech, an occasion, and a specific audience, the speaker will arrange all the main points for the body of the speech to conform with the method of arrangement he has selected.

1. Given an audience profile, a specific purpose, a central idea, and five main points, the speaker will select the method of arrangement

for information-giving speeches which has the best chance of maximizing listener comprehension and achievement of the specific purpose. He will explain, in writing, his reasons for his choice.

2. The speaker will state the guidelines for selecting a method of arrangement which maximizes listener comprehension.

3. The speaker will state seven methods of arrangement for information-giving speeches and write an example of a central idea with main points that would lend themselves to a specified method of arrangement.

4. Given seven sets of central ideas, their corresponding main points, and their corresponding methods of arrangement for information-giving messages, the speaker will correctly arrange each of the seven sets of main points according to the requested method of arrangement.

5. The speaker will be able to state and describe seven methods of arrangement which are applicable to information-giving speeches.

6. The speaker will give an operational definition of "methods of arrangement."

F. Given a sub-point and five pieces of supporting material, the speaker will correctly select the supporting material which goes with the sub-point.

1. Given a main point and ten pieces of supporting material, the speaker will correctly select the pieces of supporting material which go with the main point.

2. Given three main points and eight pieces of supporting material, the speaker will match the supporting material with the appropriate main points.

3. The speaker will name and describe five kinds of supporting material.

4. The speaker will give an operational definition of supporting material.

G. Given an information-giving general purpose, a specific purpose, a central idea, main and sub-points, an occasion, and a specific audience, the speaker will write brief statements which will function as transitions from each main point to supporting material or to a sub-point, from each main point or sub-point to supporting material, from each sub-point or piece of supporting material to the next main point.

1. Given several brief passages, the speaker will write appropriate transitions which he will place between the appropriate passages.

2. The speaker will state an operational definition of a transition.

H. Given a series of main points on a familiar topic, the speaker will write several sub-points for each main point.

1. Given a list of main and sub-points the speaker will place the sub-points under the correct main points.

2. The speaker will give an operational definition of sub-points.

I. Given a central idea for a topic he is familiar with, the speaker will divide the topic into several main points.

1. Given a topic he is familiar with and ten main points which all relate directly to the topic, the speaker will write a central idea and select the three main points, from the given ten, that logically derive from the central idea.

2. Given a list of topics, general purposes, specific purposes, main points, and central ideas, the speaker will correctly label each item.

3. The speaker will give an operational definition of a main point.

J. Given a topic of his choice, an information-giving general purpose, a specific purpose, an occasion, and a specific audience, the speaker will write an appropriate central idea.

1. Given a list of three topics he is familiar with, the speaker will develop three central ideas for each topic.

2. Given a list of ten central ideas and five specific purposes, the speaker will correctly match the central ideas with corresponding specific purposes.

3. Given a list of central ideas, specific purposes, and general purposes, the speaker will correctly label all the items.

4. Given a list of central ideas and specific purposes, the speaker will correctly select all the central ideas.

5. The speaker will give an operational definition of a central idea.

K. Given an occasion, a specific audience, a topic of his choice, and an information-giving general purpose, the speaker will write an appropriate specific purpose.

1. Given a topic he is familiar with and an information-giving general purpose, the student will write three appropriate specific purposes.

2. Given a topic he is familiar with, an information-giving general purpose, and several specific purposes, the speaker will select those specific purposes which are appropriate to the general purpose.

3. Given a list of topics, specific purposes and general purposes,

the speaker will correctly label each item.

4. The speaker will write an operational definition of a specific purpose.

L. Given an occasion and a specific audience, the speaker will select a topic of his choice which will lend itself to the information-giving general purpose.

1. Given an occasion and a specific audience, the speaker will select a topic of his choice and write an explanation of which general purposes his topic will lend itself to.

2. Given a specific audience, an occasion, and a topic, the speaker will write an explanation of which general purposes the topic would lend itself to most effectively.

3. The speaker will write a statement supporting why his general purpose for his topic and audience is more appropriate as an information-giving general purpose than an entertaining general purpose, or an attitude modification purpose, or an action modifying purpose.

4. Given an information-giving general purpose, an occasion, and a specific audience, the speaker will state an appropriate topic which will meet the givens.

5. Given several messages and relevant information about the audience and the occasion, the speaker will distinguish, in writing, between and among messages which have, as their primary purpose, the intent to create amusement, entertainment, laughter, or diversion; the intent to affect a change in attitude, belief, feeling, or idea; the intent to increase knowledge and understanding; and the intent to bring about an overt action.

6. Given a specific audience and an occasion, the speaker will

apply the principles relevant to determining the relationship between the kind of general behavior he wishes his audience to elicit as a result of his message and the general purpose he selects, by selecting from a list of topics those topics which would most likely lend themselves to the information-giving general purpose. The speaker will give at least one reason for each of his choices.

7. The speaker will state the principles involved in determining which general purpose is appropriate for the response he wishes his audience to elicit as a result of his message.

8. The speaker will list the five general purposes for speeches. These statements will read:

"I want my audience to gain an understanding of my topic."

"I want my audience to change an idea, belief, feeling, or attitude."

"I want my audience to feel more strongly about an idea, belief, feeling or attitude."

"I want my audience to perform a specific action."

"I want my audience to be amused, diverted, laugh, etc., as a result of my message."

9. The speaker will write an operational definition of a general purpose.

M. The speaker will select a topic he feels will be appropriate for his audience.

1. The speaker will use the data from his audience analysis and profile to determine what they already know, what they would like to know, need to know, and what they are interested in relevant to his topic.

2. Given data about an occasion and a specific audience, the

speaker will select five topics from a list of ten topics which would be appropriate for the given communication context. He will state at least one reason for each of his choices.

3. The speaker will state the principles involved in selecting an appropriate topic for an audience and an occasion.

4. Given three topics, the speaker will break each topic down into at least three subtopics.

5. The speaker will state the principles involved in narrowing a topic to fit a time limit.

6. The speaker will give an operational definition of a topic.

N. The speaker will analyze his audience profile and the data he collected about his audience. He will make predictions about his audience based on this audience analysis.

1. The speaker will state the purpose and function of an audience analysis as it relates to organizing a message.

2. The speaker will write an audience profile based on the data he has gathered.

3. The speaker will gather the general information he needs about his audience in order to develop an audience profile.

4. The speaker will state how he can obtain the data he needs about his audience in order to prepare himself for a speaking situation.

5. The speaker will state the kinds of data he needs to know about his audience in order to make judgments about their interests and needs relevant to a specific communication situation.

6. The speaker will write an operational definiton of an audience analysis.

What Still Needs to be Done with this Analysis

To complete this task analysis objectives for each of the uncompleted tasks must be analyzed for prerequisite and sub-prerequisite tasks. Each resultant objective should be written as a planning objective. Some of the objectives in the present analysis are informational objectives and others are planning objectives; it would be helpful to the teacher if all the objectives were translated into planning objectives. From there one could develop a matrix to use as a guide for writing test items, and for selecting media and teaching strategies for each objective. The matrix might simplify the job of determining which of Gagné's types of learning is needed for each task. Finally, the matrix could be used to check the content of the objectives against Bloom's[59] and Krathwohl's[60] taxonomies of the cognitive and affective domains, so that one does not have an overload of objectives at any one level.

The next step is to translate the objectives, which appear in outline form, into a diagram model which would be more accurate in showing the various layers of the structure as well as exactly which sub-tasks, prerequisite tasks, and sub-prerequisite tasks belong to each layer. Then the diagram could be analyzed in relation to the type of learning skill (a la Gagné)[61] needed to achieve each task. One could then formulate a hierarchy of the specific skills needed to achieve the original unit objective. Perhaps the hierarchy would result in a series of studies to test if it can be supported by empirical data. Even if one does not go that far the hierarchy of skills, and even the present task analysis, should help to improve students' learning.

ENDNOTES

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